

Reaching Their Full Potential: Plugging the Leaky Pipeline for High-Achieving, Low-Income (HALO) Students

December 16, 2025

Co-Sponsored by:



Moderator



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Panelists



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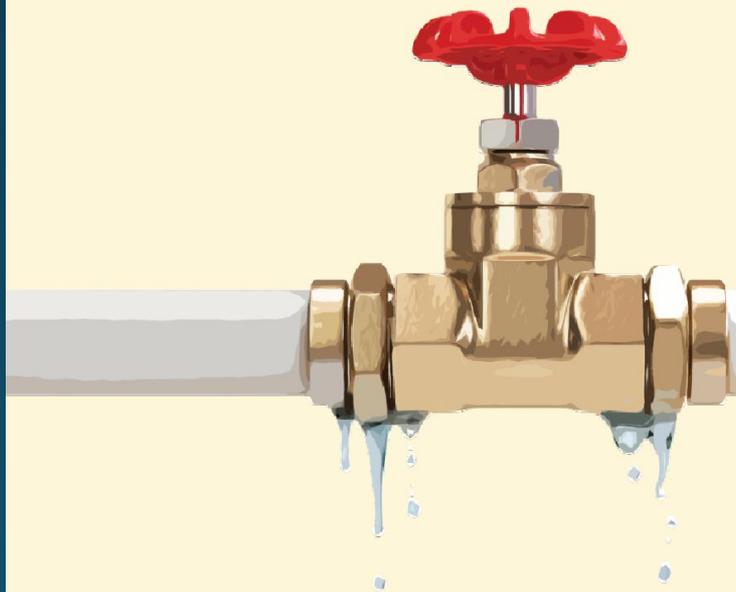
Aaron Daffern
Director of Mathematics
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David Taylor
Superintendent and CEO
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The Leaky Pipeline:

Assessing the college outcomes of
Ohio's high-achieving low-income students



Stéphane Lavertu
November 2025

THOMAS B.
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Motivation

- Policymakers tend to focus on the end of the K-12 pipeline, or later
 - College cost/proximity
 - Recruitment
 - Perhaps college prep in high school
- Questions for this report:
 - How significant is the pipeline issue?
 - Are there schools that are more effective at providing a path to college for high-achieving, low-income (HALO) students?
 - Are there commonalities among the schools that are most effective?

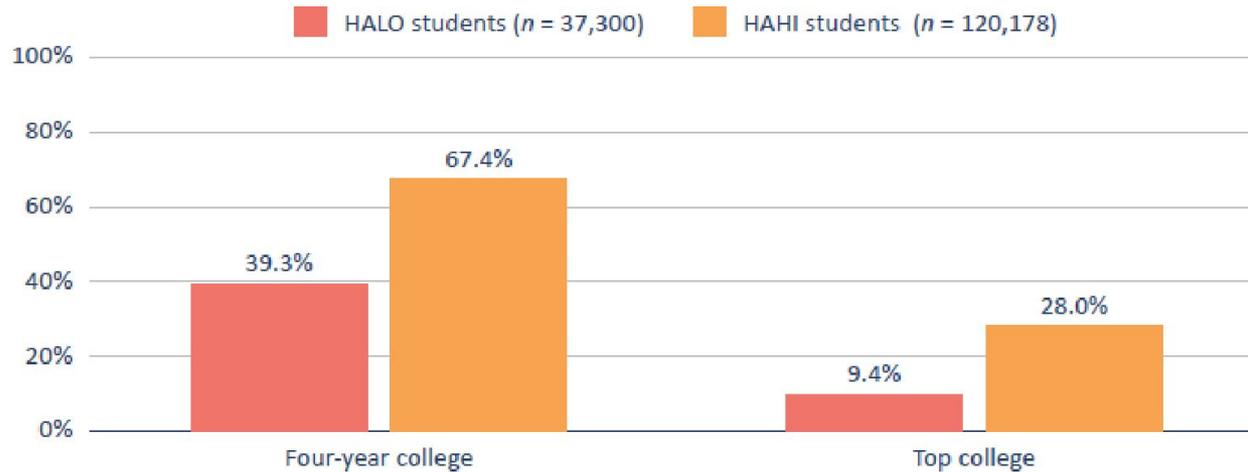
Focus

- HALO students
 - Eligible for free/reduced-price lunch in third grade
 - Top 20 percent on state achievement tests in third grade
- Four-year colleges
- Top four-year colleges
 - Average student in the top 20 percent on entrance exams

K-12 Pipeline Issue

- HALO students
 - Outnumbered 3-to-1 in third grade by more affluent peers
 - Outnumbered 6-to-1 in four-year colleges
 - Outnumbered 10-to-1 in top colleges
- Put another way...
 - 42 percent less likely to attend a four-year college than affluent peers
 - 66 percent less likely to attend a top college.
- If college-going rates were the same...
 - **Every year** 1,742 more Ohio HALO students would go to a four-year college
 - 1,153 of them in a top college or university

K-12 Pipeline Issue



K-12 Pipeline Issue

- HALO students
 - 26 percent less likely to take high-school math in middle school
 - 34 percent less likely to take dual-credit courses in high school
 - 50 percent less likely to take AP courses in high school
 - SAT scores about 100 points lower than would have predicted (result in appendix)

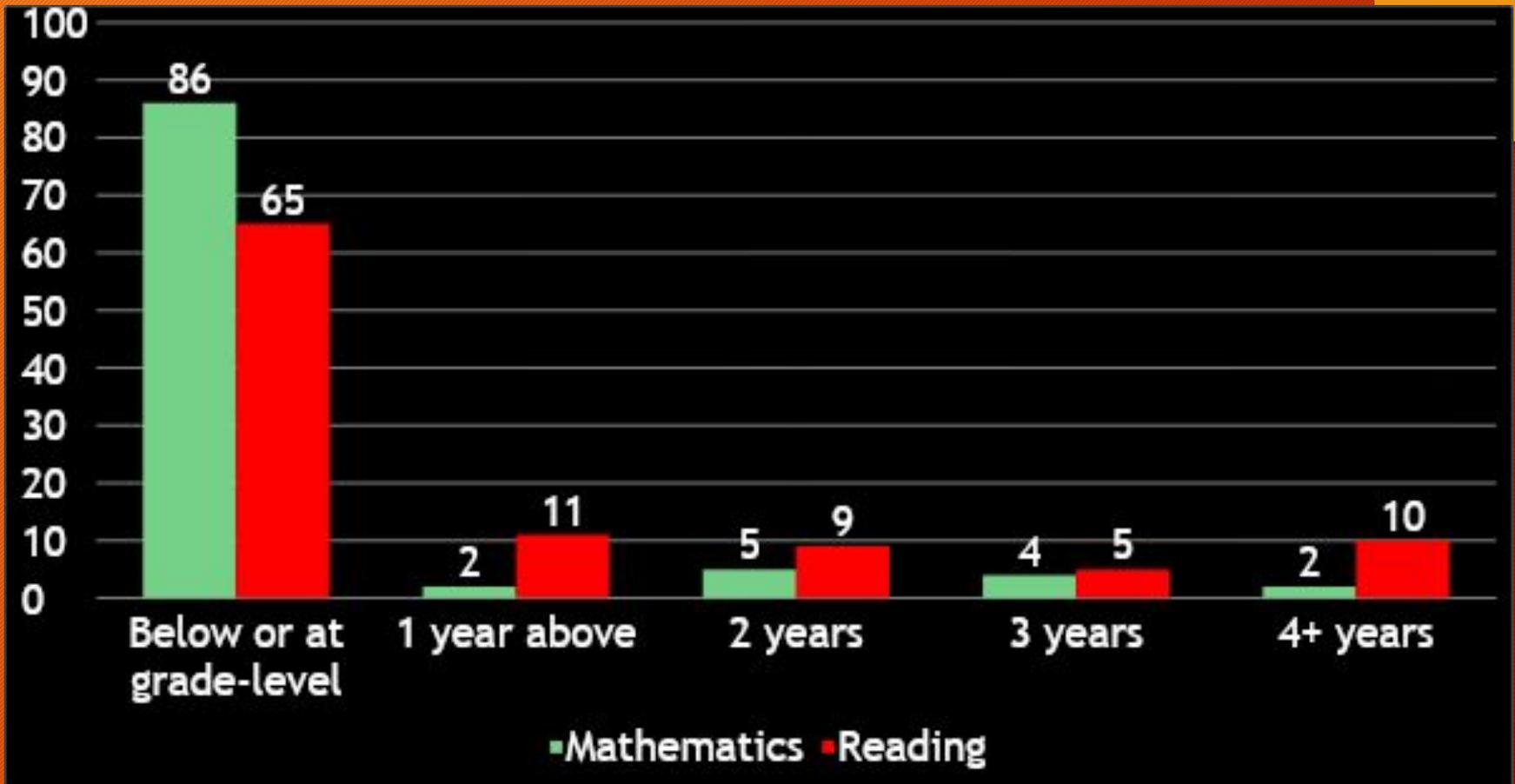
Differences Across Schools and Districts

- Between 15th percentile and 85th percentile
 - 14 percentage point swing in HALO college-going rates across districts
 - 22 percentage point swing in HALO college-going rates across schools
- 50 percent of the disparity in AP course-taking is attributable to the district where students reside and school they attend

Predictors of School/District Success

- Biggest predictors:
 - peer achievement
 - advanced coursework
- High achieving suburban districts
- Selective schools
- Early-college high schools

MAP Test Results





Reaching Their Full Potential: Patching the Leaky Pipeline for High-Achieving Low-Income (HALO) Students

Dallas Independent School District
December 2025

DALLAS ISD AT A GLANCE



228
SCHOOLS



135,000
STUDENTS



9,979
TEACHERS



20,857
EMPLOYEES

STUDENT POPULATION

Hispanic/Latino	100,860	71.9%	American Indian/Alaskan	523	0.4%
Black/African American	26,468	18.9%	Hawaiian/Pacific Islander	46	0.0%
White	7,831	5.6%	Two or More	2,545	1.8%
Asian	1,870	1.3%	Economically Disadvantaged	124,428	88.7%

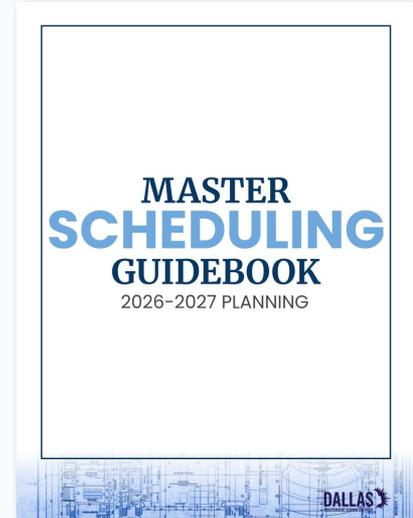
Sequencing of 6–8 Math TEKS

6th Advanced		7th Advanced	
6th Grade TEKS	7th Grade TEKS	7th Grade TEKS	8th Grade TEKS
<p>Using operations with integers and positive rational numbers to solve problems 6(2)(B)(C)(D)(E); 6(3)(A)(B)(C)(D)(E)</p> <p>Understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships 6(4)(A)(B)(C)(D)(E)(F)(G)(H); 6(5)(A)(B)(C)</p> <p>Using expressions and equations to represent relationships in a variety of contexts 6(6)(A)(B)(C); 6(7)(A)(B)(C)(D); 6(8)(B)(C)(D); 6(9)(A)(B)(C); 6(10)(A)(B)</p> <p>Understanding data representation 6(6)(A); 6(11); 6(12)(A)(B)(C)(D); 6(13)(A)(B)</p>	<p>7.2(A) 7.3(A)(B) 7.4(A)(B)(C)(D)(E) 7.5(A)(B)(C)</p> <p>–</p> <p>7.8(C) 7.9(B)(C) 7.10(A) 7.11(A) – 7.13(A)(B)(C)(D)(E)(F)</p>	<p>–</p> <p>–</p> <p>7.4(A) – 7.6(A)(B)(C)(D)(E)(F)(G)(H)(I) 7.7 7.8(A)(B) 7.9(A)(D) 7.10(A)(B)(C) 7.11(A)(B)(C) 7.12(A)(B)(C) –</p>	<p>Representing, applying, and analyzing proportional relationships 8(3)(A)(B)(C); 8(4)(A)(B)(C); 8(5)(A)(B)(C)(D)(E)(F)(G)(H)(I); 8(10)(D)</p> <p>Using expressions and equations to describe relationships, including the Pythagorean Theorem 8(6)(A)(B)(C); 8(7)(A)(B)(C)(D); 8(8)(A)(B)(C)(D); 8(9)</p> <p>Making inferences from data 8(11)(A)(B)(C)</p>
43 TEKS	21 TEKS	24 TEKS	31 TEKS

- Enrolled Grade 6 Adv
 - Grade 6 TEKS: 100%
 - Grade 7 TEKS: 50%
- Enrolled Grade 7 Adv
 - Grade 7 TEKS: 50%
 - Grade 8 TEKS: 100%

Course Placement & Master Schedules

- Double blocked in all math courses
 - 75 minutes/day (Math every day)
 - 90 minutes/day (Math every other day)



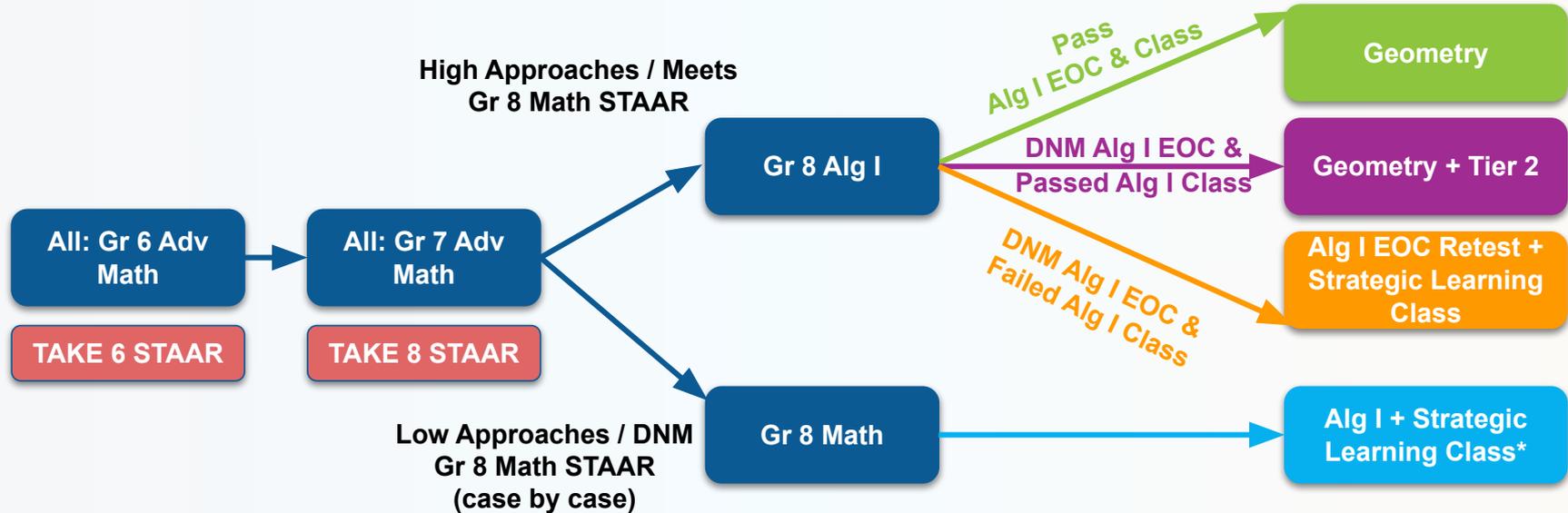
MS Math STEM Strategy

6th Grade

7th Grade

8th Grade

9th Grade



Upcoming GLR Learning Tuesdays Webinars:

SPECIAL HOLIDAY REBROADCAST

Building the Bridge: How Early Relational Health Fuels Early Learning and Third-Grade Reading Success
Tuesday, December 23, 3:00–4:30 p.m. ET/12:00-1:130 p.m. PT

SPECIAL HOLIDAY REBROADCAST

Screens in the First Five Years: What We Need to Know and Do
Tuesday, December 30, 12:30–2 p.m. ET/9:30 a.m.–12 p.m. PT

SPECIAL HOLIDAY REBROADCAST

Beyond Decoding NAEP: The Federal Role in Promoting Efficacy, Equity and Accountability
Tuesday, January 6, 2026 3:00–4:30 p.m. ET/12:00-1:130 p.m. PT

PARTNER SESSION

Beyond Tumult and Turbulence: What Ahead for U.S. Education Policy?
Tuesday, January 13, 3:00–4:30 p.m. ET/12:00-1:130 p.m. PT

Join us!

